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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

"Frequency of Use"

"FREQUENCY of use as a standard of value would make William Jennings Bryan of as great historical importance as Shakespeare, William Randolph Hearst in the class with Martin Luther, and Socrates as on a level with Villa the Mexican bandit." This characterization of the spirit of the day in the estimation of value has a multitude of applications. A Congressman, long ago, was spoken of as on the way "from obscurity to oblivion," and recently some one has estimated some of the science of education as resulting in "bewilderment and futility."

What could be more absurd than to compare Socrates to Villa, but it is not one whit more ridiculous than to style anything "educational science" which is merely kaleidoscopic, a dazzling arrangement of broken glass that never had such beauty before and will never have it again.

"Educational science" whose popularity results from "frequency of use" is simply parading from "obscurity to oblivion," and the parade will be a funeral procession before it is professionally reviewed.

It is a temptation to write an educational scenario of the professional parades that have become funeral processions in the last sixty years, yes, sometimes in six years. Socrates transformed into Villa would be no more disgusting than the transformations which we could produce.

Seattle - Toronto

THE two greatest educational meetings in the world will be held on the American continent during the summer of 1927. In connection with these two conventions there will be provided railroad and hotel reductions which are unprecedented. There are opportunities to gain an intimate knowledge of this continent which may never occur again.

The first will be the National Education

Association at Seattle, July 3-8. The second will be Second Biennial Conference of the World Federation of Education Associations at Toronto, August 7-12.

Many wonderful trips have been arranged; one includes both conventions. This party leaves Seattle at the conclusion of the convention; the time from July 8 to the opening of the Toronto meeting will be spent in a trip of great educational value. During this trip the party will visit Mt. Rainier National Park, Victoria, Alaska, Columbia River Highway, Yellowstone Park, Salt Lake City, Colorado Springs, Denver, Chicago, Detroit, Niagara Falls. Another trip includes only the Seattle meeting and makes a more leisurely return. This trip may or may not include Alaska, as a teacher desires.

Many trips are being arranged for the Toronto meeting alone. These trips are especially desirable for teachers who have been doing summer school work. All these trips have been arranged under the direction of Miss Olive M. Jones, acting as chairman of the sub-committee on transportation and housing for the National Education Association committee on international relations. Those described in this article are designed especially for teachers in the East and South, but Miss Jones will gladly answer any inquiry and give all possible aid to teachers anywhere. Letters to her should be addressed to 52 Gramercy Park North, New York City.

Massachusetts Institute of Technology raises tuition from $300 to $400, all to be applied to the salaries of the professors and other teachers.

A Remarkable Philadelphia

NEVER before in any city or in any country I am sure has there been a companion piece to the following incident.

The chairman of the Board of Education handed a check for Five Thousand Dollars to the superintendent of schools, and another equal check to the secretary of the City Board of Education, the gift, by Thomas E. Mitten, a former member of the Board of Education, as "a small expression of appreciation of the excellent services which the superintendent of schools and the secretary of the Board of Education have rendered the city of Philadelphia."

Dr. Broome is completing his seventh year of service as superintendent, and Mr. Dick, the secretary, has been in the employ of the Board of Education for fifty years.

Language fails utterly to express our appreciation of a city that has a man who enjoys such a demonstration of appreciation of educational leadership.

What Is Your Professional I. Q.?

[Answers are on page 703.]

91. Who is the creator and president of the Boy Scouts of America?
92. Who is professor of Vocational Guidance of the Graduate School of Harvard University?
93. Who is director of the University of California at Los Angeles?
94. Who is dean of the School of Religion of Boston University?
95. Who is the senior city superintendent in service in Rhode Island?
96. What is the largest press in the country devoted exclusively to the publishing of textbooks?
97. Where is the richest university of the South?
98. Who is the president of the State Association of Maine?
99. Who was the first dean of women at Simmons College?
100. Who made the first American dictionary?

Jarman of Virginia

DR. J. L. JARMAN has created at Farmville one of the most professional and scholarly of the State Teachers Colleges of the United States, and quietly but heartily his faculty, the alumni and friends far and near celebrated the twenty-fifth anniversary of his presidency of the institution. No educator of Virginia has had as noble educational leadership for as many years as has he. His influence has been as notable in the city of Farmville as it has been in the state and in the Atlantic South. His personality is a rare combination of reverence for things eternal with ardent appreciation of the spirit of the new day.

Max Mason at Göttingen

THE President of the University of Chicago says: "It was my observation at Göttingen more than twenty years ago that my compatriots who had come there to study German were far less proficient in the language at the end of six months than those who had come to study something in German. The experience of the latter had been more actual." There is a virile message in those seven lines.

Educational Bombardment

PRESIDENT MASON, University of Chicago, deserves universal admiration for the creation of the phrase, "Educational Bombardment."

Max Mason was speaking to the members of the Association of American Colleges, men who have administered nearly a billion dollars of productive funds. He was referring to Albert Abraham Michelson, a teacher in Chicago University at the age of seventy-four.

"There is more stimulation for a student of physics in being a hewer of wood and a drawer of water for a creative teacher like Michelson than there is in all the routine educational bombardment that can be brought to bear on a student.

"To Michelson the student will surrender and respond; the bombardment he will duck. Just to answer the telephone for teachers like Michelson is an introduction to an education and a scholastic privilege because such men possess and exercise the genius of stimulation. Even the first routine contacts with them rouse the student's interest, excite his curiosity, and convince him that such a phrase as 'learning for learning's sake' is not a cant phrase."

Kelly of Binghamton

SUPERINTENDENT DANIEL J. KELLY of Binghamton has prepared "A Practical School Health Program," issued by the Metropolitan Life Insurance Company, New York, which is so remarkable that a Harvard professor says: "I think it is a most interesting and constructive piece of work. . . . I think it is the most completely worked out health program which I have seen to date."

This is certainly a masterful production and places Mr. Kelly in the front rank as a professional writer, as he certainly is as the administrator of a city school system. You can have as many copies as you desire for the teachers of your building, or for the teachers of your city, by writing to the Welfare Division of the Metropolitan Life Insurance Company, New York City.

"University of California at Los Angeles" is the new name for what has been the "University of California, Southern Branch." Interesting and important.

Wholesome Illinois

THE Illinois Legislature has increased the salary of each of the more than one hundred county superintendents. This raises the salary of Edward J. Tobin of Cook County from $9,000 to $12,000. Fortunately Mr. Tobin richly deserves it, and the office of county superintendent deserves its increase. All honor to Illinois legislators who passed the bill and to the governor who signed it.

A Brilliant Pageant

ON JUNE 13 and 14 the State Normal Training School at Castleton, Vermont, celebrated as a part of its commencement week program, the 140th anniversary of its establishment as an educational institution and the sixtieth anniversary of its existence as a Normal School. This is also a part of the Vermont Sesqui-Centennial program which is being observed in honor of the 150th anniversary of Vermont's independence.

The Castleton celebration was in the form of a pageant of Education, opening with a prologue depicting America's educational heritage—beginning with the Oriental nations and their contributions, the classical nations with theirs. Other episodes showing the beginning of education in America when the early white settlers established the church and the school; the Dame School, Horace Mann with his great dream of democracy's achievement of the free public school system from the elementary school through to the university. These episodes were followed by Vermont in education, the establishment of the State University at Burlington in 1791 by Ira Allen; the first Normal School in America at Old Concord in 1823 by Dr. Samuel Reed Hall; and the granting of charters to the three State Normal Schools in 1867—Randolph, Johnson, and Castleton.

The closing episode with its seven scenes centred around the history of Castleton Normal School from its inception as a Rutland County Grammar School, then as a Ladies' Seminary, up to its establishment as a State Normal School in 1867, the great work of Solomon Foote, later United States Senator, the Rev. E. J. Hallock, Miss Harriet Haskell and Captain Abel Leavenworth, representing typical periods in its development.

In the final episode Hope appeared and summoned back the entire cast, turned their thought away from the past and the present to a vision of the future of education, portraying the ultimate achievement, namely, world harmony through Education and Christianity working hand in hand.

The pageant was written and staged by Miss Madeline Randall of St. Johnsbury.

Candidates for the Hall of Fame of New York University must have been dead twenty-five years. Formerly it was "ten years dead." The choices are made every five years and by approximately one hundred judges.

Belding's Page

SNAP COURSES

THE Spectator, organ of student opinion at Columbia University, recently entered a plea for "snap courses." Earnest students, the editorial said, need such courses to enable them to do thorough work in other courses. Students with less earnestness, the article said, need snap courses to help them through.

Most of the snap courses, I imagine, got that way by accident rather than design. Yet they do fulfil a useful function. There is no real reason why every course a student takes should demand an equal amount of study. This is as true in the lower schools as in the colleges. Some courses contain more mental nourishment than others and repay more time and thought spent in digesting them. If school authorities were to determine which courses are to be given in light portions, which in heavier, instead of leaving the decision to individual faculty members, the purposes of education might be better served. The main trouble, in many places of learning, is that every instructor jealously guards his right to occupy so many hours of the student's time, and usually assigns enough work to take even more time than he supposes. As a result, the conscientious student is worried and overworked, while the careless one does what he pleases and skips the rest.

THE REAL DANGER IN CREDIT BUYING

ECONOMISTS have expressed fears regarding the upshot of the American habit of instalment buying. Whether the fears be well grounded remains to be seen. The greatest danger in instalment buying is a weakening of character. In certain cases, such as the purchase of a home, a system of deferred payments is recognized to be a good thing. The house is to last for years. The family that can make a substantial first payment may as well have the benefit of occupying the home while paying for it. To apply the same principle to all sorts of luxuries, most of them deteriorating rapidly while in use, is to drag a good thing into the mire. To be forever struggling with a load of debt because one has been unwilling to wait until financially able to pay for desired articles, is to practice the opposite of thrift. The antidote for this poison is the cultivation, in schools and everywhere, of the habit of saving a part of every dollar earned or received. The school savings bank is teaching a valuable lesson to millions of pupils. Bank day in the schools is a proper time for suggesting the advantage of financial independence—a blessing which never comes to those who spend their money before they get it.

FOR EFFICIENCY AND HEALTH

A BOY pupil in a junior high school was required, as punishment for some misdemeanor, to return to the school each afternoon for a week and to remain two hours. He testified later that he liked the arrangement. It enabled him to "do his home lessons" in the afternoon; the remainder of the time was his own. He could play games and not feel the lessons hanging over him.

Are not the junior high schools or equivalent grades on the wrong track when they dismiss pupils at one or one-thirty and expect them to come the next morning with lessons crammed into their heads?

Would it not be better for all junior high schools to lean toward the elementary rather than the senior high school in the matter of school hours?

The teachers undoubtedly prefer to get through in a single session, so far as their own comfort is concerned. But this is not supposed to be the guiding principle in pedagogy.

How about the child?

Does not the average boy or girl have a very poor meal, of cold or warmed-over food, on returning home between one and two o'clock? Households are upset by irregular meal hours caused by one child arriving at noon, and another one an hour or so later. The late comer gets the little end of the deal, or the meal. This is important from a health standpoint. Students of junior high school age are believed to need special consideration because of bodily changes which are going on so rapidly. If they could go home for a proper luncheon at noon, then return and complete the day's mental effort in the schoolroom, with the remainder of the day and evening free from anxiety, would not their development be better served?

A labor unionist has recently referred to home study as "mental overtime." In the grades below senior high school it is precisely that.

Anson W. Belding

Associate Editor.

What's Wrong With the Schools?

By V. S. BROWN

Arlington Heights, Cook County, Ill.

PLEASE do not be deceived by the title of this article. It is not the growl of a grouch, nor is it the complaint of a school man who, having spent twenty years of his life in public school work and supervision, has found the work discouraging and the schools inefficient. If you are one of those individuals who takes pleasure in criticising the public schools and enjoys hearing them indiscriminately denounced and maligned, this article will not make a strong appeal to you. The writer is a public school man who believes thoroughly in the public schools of the United States as the highest and most successful attempt ever made to give universal education to the youth of a nation. However, it is to be hoped that such a belief does not blind him to the limitations and faults of the schools, for in the words of Ralph Parlette, "We can protect ourselves from our enemies, but God deliver us from our fool friends." A school man who refuses to recognize a fault in the schools, or who refuses to listen to and seriously consider criticism of the schools, becomes of more danger than an open enemy would be.

> **"School teachers are frequently told, and impressed with the fact, that theirs is a highly important work. This is altogether true; but the result is that the teacher sometimes tends to take himself and his work too seriously and comes to feel that all education is to be found within the school and that nothing else counts. Education is education whether it comes from books or from experience wholly without the school. Worthwhile knowledge acquired outside the schoolroom is equally as valuable as worthwhile knowledge acquired within the schoolroom."**

During the past fifteen years an extraordinary amount of criticism and discussion has centred around the schools. It is rather interesting to note that this was started by school men themselves in an attempt to find out and remedy existing evils. But once started the idea became popular. Magazines and newspapers found that people were interested in articles relating to schools. People with a grievance saw an opportunity to get a hearing. Proponents of hobbies and educational fads took occasion to advertise themselves and their pet ideas. Self-appointed advisers who had met with success in lines foreign to education felt the urge to step in and save the schools from an educational morass.

Most of the discussions and articles centred around a few main topics. A favorite storm centre was the morals of our youth. No school is excusable for promoting immoral conduct. The public schools of necessity take all classes of children. Naturally the moral standards of a school can be but little higher than the standards of the community which the school serves. If a boy drinks, smokes, swears, and keeps late hours, the school is not responsible unless the incentives and opportunities for these evils are provided within the school. If a girl refuses to recognize social and moral conventions, the school she attends is not responsible except in so far as that school encourages and permits her to do this while within its walls. The fact that people are surprised and shocked to find immoral practices within the school is striking evidence of how well and how persistently the school has always combated these evils. The school should and does encourage the practice of morality; but it cannot be expected to assume the entire responsibility nor to offset all the immoral influences to which the youth are exposed outside the school.

Another favorite field of attack for those who found the schools not to their liking has been that of physical training and athletics. Many of the criticisms are just, but for the most part the remedies are not within the province of school men and women. Every school man knows that much of the instruction which should be given to boys and girls by clean-minded men and women, instruction in matters in which these boys and girls will receive information outside the school in unclean ways from unclean minds, cannot be given within the school because public sentiment will not permit. Critics say that such information should come from the home or from the family physician. Granted—but the home is not giving it; and by the time the family physician is consulted, the time for the value of such teaching is long since past. In the matter of organized athletics it is always easier to get

money to build gymnasiums, employ coaches, and equip teams than it is to get money to organize and to maintain a constructive and corrective physical training program which will reach all pupils. Boards of education and school supervisors are not to blame for this because they are compelled to follow public sentiment in these matters. Organized athletics is resulting in vast good and little ill to those boys who make up the teams. It is unfortunate that all pupils cannot have the advantages which too often are accorded to only a limited group whose real needs are generally less than those of the group not reached. A championship team calls attention to itself, creates interest, and kindles emotions. As a result, a few communities are willing to pay high salaries to coaches and to make liberal appropriations for equipment at the expense of instruction in other departments. But this is happening in comparatively few schools, and it is doubtful if any one thing has done more to advertise and popularize secondary education than has athletics. Capable as competitive athletics is of abuse and evils, its records stand almost wholly on the credit side.

One of the more recent articles, characteristic of these criticisms of the school, appears in the Dearborn Independent of January 22. It is written by Putman Phillips, who has not found the school reports of his son altogether to his liking. Both the boy and the grading system are no doubt hypothetical, but the chief source of irritation seems to be that Johnny has been graded as above or below—we fancy it was the latter—average for his class, and Mr. Phillips wants Johnny to be graded as an individual—a rather unusually important individual—and not merely as a member of a class. No doubt Mr. Phillips, in calling the attention of teachers to the difficulty of accurate grading, felt that he was rendering invaluable service and calling attention to something which teachers would be glad to correct the moment they discovered that it had been overlooked. As a matter of fact, he is only calling attention to what every experienced teacher knows and has long known, viz.: that grading systems have been, are now, and will probably continue to be unsatisfactory.

Education is a rather difficult product to measure. To begin with, it is hard to determine just what we are attempting to grade. If it is intellectual achievement only, then the bright pupil who misbehaves, refuses to work, is persistently absent and tardy, but who somehow always seems to know his lessons, should be given the highest grades. If it is effort, then the dull pupil who tries hard but learns little must be graded higher than the bright pupil. If it is conduct and behavior, then the well-behaved pupil who cannot solve his equations must be graded higher than his somewhat mischievous neighbor who welcomes a chance to tackle the most difficult mathematical problem, and who always manages to solve it. If it is progress, then the pupil who is far behind the class when school opens in September, and who manages to catch up with the weaker of his classmates by the following June, should without doubt be ranked highest in the class. And if a bit of all of these things enters into grading, who shall say the exact proportion in which they should be rated? Even assuming it to be but one of the above mentioned elements, accurate grading still becomes difficult, if not impossible, in most of them.

A construction foreman who hoped to emphasize accuracy used to be fond of telling his men of a carpenter who was sent to measure a piece of lumber. The carpenter returned and announced that the timber was twice the length of the handsaw, once the length of the hammer handle, and a little over. A crude measure, but better than none; and until someone perfects a square or a yard stick and makes it available to the carpenter, he is excusable for such measurements. It is highly doubtful if educational squares and yardsticks are available to teachers; though attempts are being made to invent them. The surprising thing is not that teachers' marks are inaccurate; but rather that they are as accurate as they are. Within the same system the various teachers agree surprisingly well on the grades of pupils, and this without any previous discussion of pupils and their grades on the part of the teachers. A good student usually gets good grades in all subjects, and when one teacher discovers that a pupil is a poor student, she is pretty sure to find that all the other teachers have made a similar discovery. Inaccurate measuring instruments and grading systems are showing a surprising uniformity in results.

For a time a number of critics professed to find the present-day schools much inferior to those schools of "the good old days" of their childhood. Children of today could not, in the opinion of these critics, read, spell, and cipher in any such a high degree as could school children of their day. Such persons failed to take into consideration several important things. One of these things was that children of their day studied little else than those subjects mentioned; whereas today the program includes many other things. A second thing usually overlooked was the fact that in their day pupils remained in the elementary school to a greater age than pupils do today. Pupils who completed the eighth grade then did so when

about seventeen or eighteen years of age. At such an age today a pupil is completing high school. But what was mostly responsible for this view was that these people actually thought that what they knew today was acquired in their elementary school training. Because they could read, spell, and compute sums at present they thought they had learned all of it in school. In reality a great proportion of their knowledge had been acquired since leaving school. Reading newspapers and books, writing letters, both business and social, and keeping accounts had furnished years of training and drill of which they took no account. Examination of the school papers of children who attended school twenty and thirty years ago has so completely refuted this criticism that today we seldom hear it. Schools today are teaching more, teaching it better, and teaching it in less time than did schools of the past.

Most of the more serious problems which arise in school work are due to what we call "mass education," that is the attempt to teach pupils in groups rather than as individuals. The ideal school system would be one in which a skilled teacher could undertake the instruction of an individual pupil, or at the most a very limited number of pupils, and give his entire time and attention to him or them. The cost of such an educational system would be prohibitive to any nation which attempted to give universal training. Universal public education pre-supposes the instruction of the pupils in groups relatively equal in age, achievements, and ability. The result is that within this group there is always a minority who can not go quite as fast as the average of the group; consequently these pupils get behind in their work, become discouraged, and not infrequently become trouble-makers. Similarly there is always a minority who can go faster than the average of the class, and these pupils tend to lose interest, develop loafing habits, and likewise, frequently become trouble-makers. No educational system which attempts to give instruction to pupils in groups rather than as individuals can ever entirely get away from these evils. Much individual work should be and is being done with these slow and fast pupils. The larger the teaching force and the fewer the classes each individual teacher has to handle, the more of this individual work can be done. The hoe is a far better instrument with which to cultivate an individual corn stalk than is a two-row cultivator; but a broad system of agriculture which makes it possible for us to feed ourselves and our neighbors could not be carried on with hoes. The two-row cultivator occasionally uproots and destroys an individual corn stalk, but it is a much more economical and successful instrument of agriculture than is the hoe. Mass education may sometimes not give the highest possible training to an individual boy or girl, but a democracy must educate all of its youth even at the expense of a few individual members.

Another great difficulty in our school system grows out of the fact that we must depend upon relatively immature and inexperienced young people for the instruction of our boys and girls. No professional or commercial house expects to secure from young men and young women, twenty-two to twenty-four years of age, and having less than three years of experience with the organization, an unusually high grade of service and efficiency. Public schools are not required to apologize for their teachers. Probably in no other line of work can there be found as many capable, sincere, and efficient young people as can be found in the teaching profession; but they are young and inexperienced, and to expect from them the highest type of instruction and the greatest amount of foresight and judgment is to expect the unreasonable and the impossible. The school which does not advance its teachers and retain its good ones can never expect to be much more than a training ground for young teachers who will, as soon as their worth is recognized, be taken over by some larger system.

School teachers are frequently told and impressed with the fact that theirs is a highly important work. This is altogether true; but the result is that the teacher sometimes tends to take himself and his work too seriously and comes to feel that all education is to be found within the school and that nothing else counts. Education is education whether it comes from books or from experience wholly without the school. Worthwhile knowledge acquired outside of the schoolroom is equally as valuable as worthwhile knowledge acquired within the schoolroom. It is generally acquired more easily within the school, and there is a much better opportunity to check the knowledge acquired.

A local business man asked me the other day if he would be justified in taking his boys out of school for three days to allow them to attend a business men's convention, a convention discussing matters in which these boys would later have great interest. I advised him to take the boys to the business men's convention, feeling sure that they would get something of value which the school could not give them. The school will have no means of checking this information and naturally cannot credit it to the grades made by the boys; but this does not mean that it was not highly educational.

There are on the market today certain moder-

ately priced cars. One does not have to know much about cars in order to pick out in just a few moments a dozen different ways in which these cars might be improved. It is absurd to imagine that manufacturers of the cars do not see the possibility of these improvements, but what they also see is that should they proceed to make these improvements, the cars would pass out of the moderately priced class and no longer be available to the man of limited means. Similarly it is quite easy to see points in which the schools might be improved, and generally the making of such improvements would involve the expenditure of considerably more of the taxpayer's money. When an elementary school can give ten months of schooling for an average of $60.00 per pupil, and a high school can give ten months of secondary school training for $125.00 per pupil, these schools would have to be giving unusually poor service to be charged with a high degree of inefficiency.

Functions of the School Board

By J. H. CARFREY

Reading, Mass.

THE selection of individuals to represent the community as members of the School Board is one of the most important tasks presented to the public. There is no more important body in the town or city.

It does not follow because a man or woman had a collegiate training, has been a teacher, is engaged in educational work or is pursuing some profession, that this individual is best fitted to assume the duties of school board. If the individual has plenty of leisure, his place is not a member of the school board. If he is busy in his own affairs to gain a livelihood, the schools will profit. In selecting a member of that body we as a community should look for the individual who has large interests; accustomed to look at things in the large; one who is above little things and small interests. Having been at some time engaged in school work does not specifically qualify an individual for the position on the school board. There have been rare exceptions to this; however, these exceptions have been individuals whose school work was large and far reaching, and who were well balanced in their views educationally.

The duties of the school board are not administrative, but rather and specifically legislative. They are not elected to assume professional duties; it is not expected of them to pass upon the professional skill of a teacher, nor to determine whether some phase of a subject should be emphasized more than another, neither are they expected to pass upon the teaching ability of the individual who may apply for a position in the school. It is not the function of the school board to arrange the courses of study in any subject, nor to determine whether the teachers are teaching that subject properly. It is not the function of the school board alone to make detailed plans of school buildings. It is supposed and expected that they will secure the services of an able expert in administration and look to him to recommend and outline plans for the greatest good to the schools; to select his principals, supervisors and teachers; to recommend plans for new accommodations, etc. The administrator presents his plans in detail, giving a clear and concise exposition of the needs—space (buildings) and the probable cost to carry on the work. The committee discusses these plans with him, questioning and suggesting every phase and finally approving or rejecting. When erecting a school building every detail should be discussed with the administrator—superintendent.

The superintendent is an expert in his work; he knows the needs of the schools, he knows good or bad teaching, and should be given a free hand to arrange the curriculum, select the teachers and the equipment for their work, and the general work of the schools. The board passes upon the salaries and the general expenses of the department.

It is not expected that the school board shall assume any of the duties belonging to the superintendent. He is their administrative officer, and should be left unhampered, but responsible to the board for the successful conduct of the schools.

The school board looks at the whole, and not the details. They will find plenty to do, to legislate upon the problems presented to them by the superintendent. In conclusion, let me say that the individual best fitted to pursue these duties is the one busiest in his own individual affairs where large interests are involved.

Vermont to the Fore Again!

By the REV. WALTER THORPE

Brandon, Vermont

VERMONT is to the fore again!

This is not an unusual thing, for since the early days of settlement this state has been considerably "in the public eye."

When grave issues hung in the balance the resourcefulness and courage, the ability and innate shrewdness of some Vermonters have been a cause for national thanksgiving.

And now with the eyes of a nation focused upon Washington there is seen in the personification of a practical, prudent president, a background of a New England home—a son of the soil who found strength in the silence of the hills.

Now Vermont is doing something original! It has established a home for disabled teachers. On no less authority than that of the president of the State Board of Education, supported by the statement of an officer in one of the departments of national education, this statement is made: "It is the only home of its kind in the country!" Without doubt it will be the pioneer for many others. Teachers who have given many years of active service to the state will find here a home in which they can spend their declining years in comfort, tenderly cared for to the last. Teachers who are temporarily laid aside owing to illness or exhaustion can find here opportunity to gather strength, ere beginning again the care of youth. Teachers nervously tired or simply desiring a change with home-like associations can find recuperation and restoration. Such are the purposes of this home.

About two miles south of the village of Brandon on the main road to Rutland or Middlebury, the home is an old New England homestead, formerly a tavern and at one time used as a post office, when the mail was carried entirely on horseback. Many years ago it was the home of the McConnells, and they were greatly interested in the young people who taught school in the vicinity.

The late Governor Ormsbee has told the writer how at the week ends there was always "an open house"in the McConnell home for those who taught in the district schools of the vicinity, and many a good time he had there when as a young man he taught school. Some of the McConnells moved west to California, taught school and made good investments so that at death they left the old home, 300 acres of land and $30,000 as an endowment for a teacher's home.

An association has been organized and incorporated in accord with the laws of the state to carry on the wishes of the donors. Many interested in the educational life of Vermont have rallied with splendid support and made possible the opening of this home much earlier than had been anticipated. Organizations like the parent-teachers associations, women's clubs and others have manifested practical interest. The whole purpose of the home is simply to serve the cause of education more thoroughly by safeguarding the interests of the teacher.

The McConnell home has been opened. Any woman is eligible who has taught over five years in the schools of Vermont. As one enters the front door there is a large living room covering the whole width of the house—well lighted and having its focal point a good-sized fireplace.

There is nothing of an institutional aspect about this place, for one senses immediately what Edgar Guest tried to express in his little poem, "It takes a heap of living to make a home." Through double doors at the end you enter another sitting room with another fireplace—just the place for kindred spirits to reminiscence upon the days of the past, or to feel a glow of thanks for present blessings. On the left of this room is another to be used by the matron. The dining room is ample for room—a good place to "break bread" in. On the left is the kitchen with every appointment—and on the right a sun parlor giving a view of "away down the valley" with its winding road toward Pittsford.

Through the dining room one enters a hall with four bedrooms on each side, every one having its own closet and containing as good a bed and mattress as money can buy. Several of these rooms have been furnished by organizations or individuals.

At the end of the hall is a larger room, attractive and very comfortable, which will be used as "the hospital." Upstairs there are eight more bedrooms. Bathrooms are on each floor and the whole building is fitted with electric lights and steam heat. The home is cosy, comfortable, and convenient.

It was the day of dedication! From many towns in two counties they had come, and even the capital of the state was well represented. At first it looked like a teachers' convention there were so many superintendents and principals, heads of departments and teachers galore.

Before the opening exercises the house had been filled many times and it was absolutely necessary to hold such exercises out of doors

as only a very small proportion of those present could have been accommodated inside.

Mingling with many groups could be seen the man who has done more for the Welfare Institutions of Vermont than any other man in the state. The president of the State Board of Education traveled 100 miles or more to bring a friendly message. A former state superintendent of education evinced his keen interest in the welfare of others in spite of carrying a great sorrow of his own. Merchants, professional men, farmers and working men were there. The State Department of Education was well represented in addition to a kindly greeting from the commissioner, but above everything else was the friendly atmosphere of this big gathering.

An earnest message of helpfulness was brought by Olive M. Jones of New York City, past president of the National Education Association.

The gathering epitomized a spirit and a purpose. To conserve the interest of that which is a vital influence in the formation of character and the future development of national life—a conscientious, consecrated teacher. For this purpose Vermont is to the fore again!

—Rutland Daily Herald.

The national officer to whom reference is made and who gave the dedicatory address is Miss Olive M. Jones of New York City, past president of the National Education Association and now chairman of the National Committee on Homes for Retired Teachers. Her theme was "A Trust Forgotten," and in stirring words she lauded teaching as the noblest profession known. She showed how democracy, self-government and America's freedom itself all were dependent upon education.

Competition or Co-operation

By RICHARD H. SHRYOCK
Duke University

ONCE upon a time there was a philosopher who observed that teachers were born and not made. He then lived happily ever after (which was more than he deserved), but ever after also there were those who were made unhappy in the schools as a result of this same philosophy. There were those, too, who wasted much good time in efforts to refute such *laissez faire* theories of teacher-training. The present paper does not refute them, it will simply ignore them as dogmas no longer worthy of serious consideration. This attitude, which doubtless seems a bit dogmatic in turn, is in reality based upon both experience and careful observation, and needs no defence before educational thinkers today. The statement that the formal training of prospective teachers is a vital part of the whole educational program is no longer a dogma, nor even an hypothesis—it is an axiom to be assumed as the starting point of any discussion of the subject.

This axiom was, indeed, recognized at a relatively early time in the educational history of this country, in so far as it applied to grade teachers. A more or less formal training was provided for them in the ante-bellum academies, and in the normal schools which gradually replaced the academies in this function. There was also held at this time, to be sure, the assumption that secondary school teachers were being trained in the colleges; but if their preparation therein is to be viewed in the light of professional training, the less said about it the better. It is fair to assume, then, that it is only recently that the need for the formal training of secondary school teachers has been generally recognized. Once achieved, however, this recognition has exerted a sudden and obvious influence upon many phases of the education program. Indeed, this new interest in teacher training is so obvious that we are apt to forget how novel it is in point of time. One way to suggest this is to recall the attitude which professional associations have taken in the matter.

So far as the teaching of history is concerned, for instance, it may be recalled that as recently as 1898 a famous committee of the American Historical Association, in surveying the whole field of teaching history in secondary schools, largely overlooked the training of the teachers as having any vital place therein. When in 1907, however, this association appointed another committee upon the same subject the report made by it stressed teacher-training as the great apparent need. By 1911, only a decade after the time when the subject was still largely ignored, no less than three of the most important associations of historians had committees simultaneously engaged in the study of this question. Meanwhile there had been established a professional journal, The History Teachers' Magazine, which was devoted in part to the training at large of the secondary school teachers already in service.

While professional associations were thus

investigating, school authorities were in many cases acting. In 1890 there were numerous normal schools training grade teachers, but there was only one "teachers' college" in the entire country prepared to train secondary school teachers. By 1922 so many of the normal schools had developed into teachers' colleges that there were ninety-one such institutions listed, "a large majority" of which were training high school teachers. These three- and four-year teachers' colleges were therefore apparently bent upon invading a field hitherto ostensibly worked by the arts colleges, somewhat as they had in antebellum days invaded the monopoly of training grade teachers then held by the old academies. Either as a result of this threatened competition or, more probably, as a result of causes common to both phenomena, the same period between 1890 and the present has witnessed the development of numerous "colleges" or "schools" of education in connection with the universities, the prime function of which schools has usually been the training of high school teachers.

The school of education has undoubtedly come to dominate this training field in the old states of the East. In many parts of the Mississippi Valley, however, so many erstwhile normal schools have developed into teachers' colleges that they share with the schools of education the function under discussion. Indeed in some states, as, for instance, Wisconsin, the teachers' colleges are at present training a greater number of high school teachers than are the state university and all the arts colleges combined. There are signs, moreover, that the state normal schools of the eastern states may follow the example of their fellows in the Middle West in this new adventure. Steps have already been taken, for instance, to turn the two-and three-year normal schools of Pennsylvania into four-year teachers' colleges, a change which will presumably place them in a position to invade the secondary training field if they so desire.

This whole situation has raised the question of possible competition between the teachers' colleges and the schools of education, which in turn raises the nice point as to which of the two is the more effective type of training institution. The arguments usually advanced in this connection do not always appear to have been well taken. It is urged, for instance, that the teachers' college usually possesses a better training tradition and better training facilities than does the school of education. This is true enough, but it is just as true that the latter is apt to possess, in turn, in the arts college with which it is associated, superior academic facilities and traditions. There is no inherent reason why the arts faculty of a teachers' college should be inferior to that of the University, but the history of the two types of institutions has been such that this is usually the case. The teachers' college, of course, has raised its academic standards above those it once possessed as a normal school, but this process often acquires such a momentum as to carry the school entirely into the arts college class, in which case it may lose the training advantages claimed for the teachers' college. Even when this does not occur, it too often happens that the teachers' college simply acquires an arts department, which displays the same academic disdain for mere pedagogy as that with which the schools of education sometimes have to deal in the case of their academic associates.

The existence of a relatively superior arts faculty in the university is also in part responsible for a second advantage usually possessed by the school of education, namely, the superiority of its professional faculty of education. The very necessity which this group faces of "measuring up" with a superior arts faculty means that its own quality must be a superior one. There is no such necessity in the case of the average teachers' college, and its faculty of education proper is thus usually inferior to that of the other school.

Only that rare teachers' college which has raised its arts facilities to the best arts college level, and its education faculty to the school of education level, without at the same time lowering its training facilities below those of the first-rate normal schools, is in position to excel the school of education. And the latter, for that matter, may equal its co-worker if it can achieve the reverse transformation, that is, so improve its training facilities as to equal those of the best normal schools, without at the same time lowering its academic standards or antagonizing its academic associates. Certain of the better known schools of education have, of course, already achieved this in large measure. It would seem, then, that the argument concerning the relative merits of the two institutions proceeds painfully in a circle.

If the arts college is at present giving at least its first two years to work of a secondary character, what then? It is often and probably justly held that such work should be primarily of a non-vocational character, at least for those students who can go on to professional schools. If this be the case any attempt to professionalize it in any way represents an unwise encroachment upon its proper character and function. Any attempt of the school of education faculty—to come back to our immediate subject—to professionalize the first two years of the arts courses taken by their students represents just such an encroachment. But so, too,

it must be emphasized, is any similar attempt on the part of the education faculty of a teachers' college. For that institution stands in just the same necessity to complete secondary training as does the school of education, so long as it receives its students from the same secondary schools. Here again we find the two types of institutions on all fours with one another in the educational parade. Indeed if there exists any relative advantage in the matter at all, it would seem to lie with the school of education, since its arts courses are more certain to be independent of professional influence than are those of the teachers' college. Viewed in this light the very independence of the arts faculty of the university, which is so often labeled a liability, appears a distinct asset—the stone that was discarded becomes the very pillar of the temple.

By the same token, however, it is probable that the last two years of arts courses should gradually take on the character of real university work, which, being translated, means they should be gradually professionalized. As a step in this direction the school of education should be in a position to control the nature of the junior and senior arts courses taken by its students. If it cannot accomplish this, then the school of education is handicapped to just that extent. There is again a caution to be observed, however. It is easy to over-estimate the difficulties which the latter may experience in attempting this control, and conversely, easy to underestimate the difficulties which may be experienced by the teachers' college. In practice the two schools are apt to be on very much the same footing.

The truth of the whole matter would seem to be that the two types of schools have entered a common training field from two avenues of approach, along which each has acquired methods and standards which are of value to the new endeavor. What is obviously needed is a synthesis of these two sets of values, the educational and the academic, and the question as to the particular institution in which this rare and valuable synthesis is to be attained would seem to be an incidental one. The synthesis is the thing. There is no reason why teachers' colleges, with strong and sympathetic arts departments, should not share with schools of education, possessing strong training departments, the important function of training the secondary school teachers. This is to say, the two schools should approach one another in type through an emulation of one another's virtues. When this common type is realized, the distinction in name (if it persists) will probably indicate little more than that the school of education is usually connected with a graduate school, which cannot often be the case with the teachers' college. This should not necessarily mean any greater prestige for the "school" than for the "college," so far as the training of secondary teachers is concerned. Indeed it is justly held (though rarely realized) that a common type of training college should prepare all teachers, elementary and secondary, and that no distinctions in prestige should obtain anywhere in the training system.

The present situation, then, does not necessitate competition between the two types of schools. It would seem rather, in view especially of the increasing demand for trained secondary school teachers, to indicate mutual assistance and co-operation in the common cause. Indeed, it indicates nothing less than a common type of training institution. When this is achieved we may again call in our philosopher and raise with him the age-old question: What's in a name?

Character Training and Citizenship Building

ONE of the major objectives of the Mount Vernon Teachers' Association, Mount Vernon, New York, for the last year and half, has been character education and the moral welfare of the boys and girls of the city generally. The local educators realize that the youth of the city are under their immediate supervision but a small fraction of the day, and that there are many other contributing agencies for good or evil with which teachers and parents must, or should, concern themselves, particularly the parents.

According to Collier's Weekly, dated March 1, 1924, the average boy spends his time as follows: In school, 11.4 per cent. of the 8,766 hours in a year, or 1,000 hours; in church, 1.14 per cent., or 100 hours; eating 6.3 per cent., or 550 hours; sleeping, 37.5 per cent., or 3,285 hours; and leisure time, 43.66 per cent., or 3,831 hours. It can be seen at a glance that the immediate control of church and school occupies a very small part of a boy's existing hours; and unfortunately this small per cent. of church influence cannot be accredited to all, something like 50 per cent., we are told.

The school does reach all boys and girls in the critical periods of their lives and do much, yes, very much, in citizenship building and character training; and can undoubtedly do still more. The Mount Vernon Teachers' Association recognizes, however, that all too few parents bear their part in seeing to it that

their sons and daughters receive some form of religious training, and take an active part in their moral guidance. To help parents, and to seek their co-operation in closer and more careful guidance of the growing boys and girls of the city, the local teachers' association has been working on means to these ends, through active committees of teachers, supervisors and principals.

The right use of leisure time appears to be a matter of extreme importance. There are in the city of Mount Vernon many organizations and institutions helping the youth of the city profitably spend their leisure time. In the belief of the teachers' association that not all parents are aware of the many organizations that stand ready to assist in this big work, or that they do not understand the steps to take to enlist the help and co-operation, a committee is actively engaged in listing institutions and organizations, such as Boy Scouts, Girl Scouts, etc. The committee hopes to place these lists in every home in the city.

One of the committees recently compiled a list of wholesome books which parents might purchase or procure through the public library for their boys and girls, with a suggestion that some of the books be bought and presented to the young people as a nucleus for a library of their own. A copy of the list is available from the secretary of the Mount Vernon Teachers Association, 60 South Third Avenue, Mount Vernon, New York.

Another committee is working on a list of books particularly helpful to parents. It contains a splendid collection that many parents will welcome to aid them in their many problems of social and moral guidance. This list is now on the press, and will be available shortly.

One committee is actively engaged in making available for parents-teachers' associations, social organizations, clubs, etc., a list of speakers who will be glad to address groups of mothers or parents with a view to helping them in properly directing the lives of their children.

Three of the teachers are working out a plan for radio talks to homes along the line of parent responsibility in directing the paths of their sons and daughters in their so-called leisure hours. The co-operation of a radio station has been obtained. The speakers and arrangement of subjects have not yet been completed.

There will soon be sent into the homes a series of catchy illustrated booklets containing pointed facts, precautionary suggestions, etc., which another group of teachers is carefully organizing. To assist the teachers of all grades from the kindergarten through the high school, one group of teachers is working on a suggestive course of study in ethics and morals. The subject has always found a place in the program of every teacher; the suggested course will be entirely supplementary with a view to assigning specific work for each grade and correlating it with the activities of everyday life.

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Superintendent of Schools, Cincinnati, Ohio

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The churches in their 1.14 per cent. of the time have a wholesome influence (for such of those as they touch), and many splendid home environments are evident; but educators and social workers generally are much concerned about the many young people without guidance and direction in their social contacts, and with the use of 43.66 per cent. (nearly half) of their leisure time—a time of decisions, and a time when influence counts.

According to Hugh Harris, chief probation officer of the county children's court: "The problem of juvenile delinquency is much less in Mount Vernon than in the other cities of the county because of the preventive work of the Mount Vernon character-building agencies.

"The future stability of our nation depends more on right conduct and strength of character than acquisition of knowledge.

"Character is the most important end of education. The life that 'shines serene in darkness and dread of night' is worth more to the community than the largest factory, bank, or store, or any number of academic degrees."

Personal and Professional

FRANK E. WILLARD, assistant superintendent of the Seattle public schools, is one of the most inspiring leaders of principals whom we know. One of the noblest tributes we have seen of any fellow worker is the "Dedication" of "The Teaching and Supervision of Reading," by Arthur S. Gist and William A. King, principals of Seattle. They dedicate this book "To Frank E. Willard, assistant superintendent of the Seattle public schools, whose masterful grasp of problems in the field of elementary education and whose devotion to his chosen work is a constant inspiration to all his associates."

The beauty of this dedication is that every one who knows Mr. Willard knows how true is this appreciation of his associates.

JOSEPH I. HORTON, superintendent, Ipswich, Massachusetts, is the only public school man in the state who is serving beyond seventy years of age by act of the Legislature. When the limitation law went into effect there were two exceptions. The other exception has passed on, but Mr. Horton, in physical and mental vigor, is one of the ablest superintendents in the state. Mr. Horton's annual report for 1926 was one of the best that came to our desk in that year. Here is a sample paragraph:—

"Something should be said in reference to the kind or character of the work the pupil, unaided, is expected to do in his own home. The purpose of such work is, primarily, to form the habits of study and to make a beginning in the fixing of personal responsibility—the pupil has a certain amount of work to prepare for his next recitation and he should be ready with it at the required time. This gives a sort of training that begets confidence and creates a desire for larger things, but extreme care and good judgment should be used in making the assignment.

"Just a word of caution to parents about helping (?) the child with his home work. Don't do it. How to really help a pupil comes only from long experience and a good understanding of the psychological principles involved. The child must learn for himself or else he never learns. Assistance of the right sort and given in the right way is helpful, but more than this is worse than nothing."

In commending the work in drawing Mr. Horton says: "The teacher is her own supervisor, just as she is in arithmetic. The outline is full and explicit. She has the sole credit for excellent results, and is stimulated by this arrangement to do her best. It gives her more power as a teacher and makes her services more valuable to all concerned."

JAMES LOUGH, professor of New York University, has had the first successful "Around the World Floating College," on which five hundred young men and women students spent eight months on a thirty-five-thousand-mile voyage, visiting thirty-three countries, making forty-seven ports; crossing five of the seven seas. There were sixty women students and four hundred and forty young men. It has been a dream of Dr. Lough for some years to conduct this "College at Sea." So great was its success that a second college voyage will leave next September with Dr. Thomas W. Butcher, president of Kansas State Teachers College, at Emporia, as assistant to Dr. Lough.

BROOKS ADAMS, a grandson of President John Quincy Adams, provided in his will a trust fund of $15,000 for the care of his horse and his dogs. The will was probated on March 4, 1927.

DR. J. A. BEATTIE, one of Nebraska's noble seniors in educational activities, has been delightfully honored by being appointed chaplain of the House of Representatives, and in appreciation of his services the following "Expression of Esteem" was heartily voted:—

"Whereas, Dr. J. A. Beattie has served this House as chaplain during the present session in a most efficient manner, giving attention not only to the spiritual devotions required by law and custom, but has with his unfailing kindness and inspiration added greatly to the comfort for each member, therefore be it

"Resolved, that we take this means of expressing our appreciation, good will and thanks, wishing for him the most of life's business and blessings."

DR. SAMUEL FLAGG BEMIS, Professor George Washington University, is one of the three college professors to win Pulitzer prizes, the first time that so many college men have won prizes. Dr. Bemis won with "Pinckney's Treaty," as the best history of the United States written in 1926. He is a native of Worcester, Massachusetts, studied at Clark University, earned graduate degrees A.M. and Ph.D. at Harvard. He taught at Colorado College and Whitman College. He has previously won a $2,000 prize offered by the Knights of Columbus for the "Jay Treaty."

EDUCATION IN ACTION

Warsaw Pupils Express Sympathy for Flood Victims

As an expression of sympathy for their American schoolmates who lost their homes through the Mississippi floods, more than 10,000 school children of Warsaw paraded through the streets recently carrying the American flag beside the Polish colors. A committee of children presented to the American envoy, Minister Stetson, a roll of the names of the children parading and an expression of sympathy from all the schools in Poland. Mr. Stetson promised to send the expression of compassion to his government.

Bar Candidates Must Attend College

A material strengthening of the preliminary educational requirements for admission to the practice of law in New York state has been ordered by the Court of Appeals. On and after October 15, 1928, candidates for admission to the bar will be required to present evidence of having satisfactorily completed a year of study at any college or university recognized by the State Department of Education or its equivalent; a year later the requirement will be increased to two years' study or its equivalent.

German Teachers in Planes Will Study Their Country

The German Federal Bureau for the protection of nature is planning to utilize Germany's air fleet in enlarging school teachers' knowledge of their own country. Twenty teachers will be shown from the air the city of Berlin, with its surroundings, and the Provinces of Brandenburg and Pommern. Guides will point out the best examples of architecture, how traffic problems are solved and the distribution of forests and cultivated lands. The teachers will be provided with maps to identify their location and trace their route. If the trip accomplishes the aims of the bureau, plans will be made for giving the entire corps of German teachers at least one long flight.

Schools Suspended Because of Floods

Approximately fifty vocational agricultural schools in Louisiana, Mississippi and Arkansas have been forced to suspend because of damage to buildings and equipment as a result of the Mississippi River flood. Twenty schools in Louisiana have been suspended and agricultural teachers in twenty-one schools in Arkansas have reported that they were obliged to discontinue classes. The situation educationally is serious, according to Dr. H. O. Sargent, Federal Board for Vocational Education. He pointed out that the damage to buildings and equipment has been severe, and that if the flood prevents the successful planting of crops, there will be no taxes with which to support the schools.

School Survey Shows Laxities

A survey of school finance and records in Rhode Island, completed recently by a special commission, shows dire need of uniformity and recommends forms and regulations which will provide means of systematizing records. The survey disclosed that in several of the towns no adequate effort is made to collect tax moneys, such as poll and dog taxes, which accrue to the benefit of school funds. The records of pupil activities in many instances are said to be kept by teachers, principals and superintendents with a high regard for their importance, which is not shared by the governing administrations. School superintendents are required to keep records without facilities and a too large portion of their time in clerical work is required by lack of provision by their respective towns. The commission recommends enforcement of the law requiring prompt reporting of school accounts; requiring town treasurers to keep separately school accounts; that poll taxes be collected and audits of all school funds be required annually.

Blind Girl Gets Degree

Mary Bierman of New York City, twenty-two, totally blind all her life, is now a bachelor of science. She has received a degree from Teachers' College at Columbia, where she specialized in English. While attending college she conducted a school in esthetic dancing. Friends read lessons to her, she took notes at lectures in Braille, and used a typewriter in answering examinations.

College Head Defends Auto

Because he believes that student-owned automobiles "are a means of healthful recreation," President Charles W. Lyons of Georgetown University has ordered parking space set aside near the campus. "I did not agree with those college presidents who think automobiles are a menace to morals," President Lyons announced. "We do not tell students to keep off the streets because they are dangerous; so we do not tell them they cannot ride in their cars because they might be harmed morally. It is up to them not to abuse the privilege."

Oxford and Cambridge Play First Ball Game

For the first time in history Oxford and Cambridge met in a varsity baseball game recently. Neither team was really an English one, Oxford having seven Americans and two Canadians and Cambridge three Japanese and the rest Americans and Canadians. The captains both expressed the hope that the game would mark the beginning of a long series of contests. Two thousand persons saw the conflict and "kill the umpire" rang out on a couple of called strikes as inspiringly reminiscent of the United States as "My Country, 'Tis of Thee."

Average Wellesley Cost is $1,850 a Year

The average Wellesley girl spends $1,850 during the nine months of the year at college, according to a study of Wellesley expenses based on budgets made by 214 students. Of the 214 students, six aided by scholarships will get through the year on less than $1,000, 49 spend less than $1,500; the largest number, 88, pay out from $1,500 to $2,000 and the next largest number, 58, from $2,000 to $3,000. Only 13 spend more than $3,000 a year. The highest reported by any girl was $5,446; the lowest $480. These figures indicate that the parents of the average Wellesley girl are expending in addition to the $860 tuition and board charged by the college at least $1,000 annually to cover the other expenses of college life.

Students Defended In Wasteful Charge

College students do not waste too much time, according to professors at the University of Washington, in giving consideration to a recent assertion by the president of Brown University that "fifty per cent. of college people are just wasting their time and should be excluded." Professor Edmund S. Meany, University of Washington historian, declared that such disparaging statements were neither true nor constructive. Professor John B. Jones of the school of journalism thought that if such a condition existed at all it must be where students were coming from homes of wealth and had no sense of responsibilty.

Took Cows To School

Seventeen men students brought their cows and milking stools with them to Texas Technological College, Lubbock, Tex. The cows had to pass an entrance examination on tuberculosis and butterfat, to prove they were college cows. Now the sale of their milk is helping to pay the expenses of their owners and milkers. There is no "gold coast" at this college, only a milky way.

El Salvador to Establish Schools for Agriculture

In order to provide instruction in modern methods of agriculture in El Salvador, which embraces some of the richest agricultural lands in Central America, agricultural schools will be established by executive decree throughout the Republic of Salvador. It was stated that these schools will be operated in connection with the public schools, and are to have sufficient land for practical instruction and demonstration. Courses will include the use of modern machinery, cattle raising, vegetable cultivation, tree culture, use of fertilizers, and crop rotation.

Prussia to Foster League in Schools

Dr. Becker, Prussian Minister of Instruction, has issued a decree whereby the aims and purposes of the League of Nations will be made a part of the curriculum of the higher classes in the public schools of Prussia as well as in the high schools, academies and colleges. Dr. Becker declared that Germany's entrance into the world organization demands that the schools explain the character, working methods and aims of the League. "It is necessary that instruction in regard to the League be based on a sense of the dignity of our own people, a feeling of respect for other nations and a conviction that the interests of every country are advanced by membership in this world federation," he added.

Students Supply Copy For Local Newspaper

Reporters on the Athens, Ohio, Messenger get credits instead of salaries. They are journalism students at Ohio University, which has cooperated with the Messenger to develop what is called the first instance wherein college journalism classes do all their "laboratory work" on a commercial daily newspaper. The students put the paper out every day, covering sports, general news and society; learning the reality of deadlines and reading copy on a paper of 12,000 circulation. And if they don't make good they are not fired, but flunked. The news editor of the Messenger is assistant professor of journalism at the university. The paper employs only a skeleton executive staff. Frederick W. Bush, publisher of the Messenger and college trustee, is as enthusiastic about the plan as officials of the university.

Schooling Was Tiresome To Boys Centuries Ago

The modern schoolboy who looks upon events like the World War, the invention of wireless and the first trans-Atlantic flight from New York to Paris as merely signifying "more things to learn" may take heart, for, although many things have happened in the last 5,000 years or so, his Egyptian prototype of long ago also had "an awful lot to learn." Moreover he seems to have done his learning under somewhat harsher conditions, according to Professor Adolf Erman, famous German Egyptologist, who has spent many years finding out what early Egyptian schoolboys had to study. Pains and penalties for idleness seem to have been much more definite than those of today. "Spend no day in idleness or thou wilt be beaten. The ear of a boy is on his back, and he hearkeneth when he is beaten," is the cheerful admonition in a 3,400-year-old school book. At that time the Egyptian schoolboy had to learn all about the "old kingdom," which was regarded as ancient history even in those far-off days.

Home Course For Boys

A course in "home craft for boys" has been introduced in the Gallatin County High School, Bozeman, Mont. Subjects studied are food selection and preparation and fundamental principles in nutrition and dietetics, duties of host, table etiquette, health problems and first aid, and clothing and interior decoration as related to a man's needs.

County to Have A Sod Schoolhouse

For the purpose of erecting a sod schoolhouse in Blaine county, Nebraska, a school district there has issued a bond of $300. There are only eleven pupils in the school district, which has a total valuation of $40,000. Under law it could issue a $2,400 bond for school purposes if desired. Ralph Lawrence, bond examiner, said he recalled no other case in the state where a bond was issued for building a sod schoolhouse.

Cuban Students Supervise Building of Schoolhouses

Six commissions, composed of teachers and students from the National University of Cuba, have been appointed to supervise construction of schoolhouses in Cuba to replace buildings destroyed last year by the hurricane. The commissions travel by automobile, accompanied by trucks for the transportation of building materials, tools and workmen.

Oxford Allows Women To Become Professors

For the first time in Oxford's history women were made eligible recently to become professors in the men's colleges, when the Oxford convocation promulgated the statute admitting women to professorships, readerships and university teacherships. This stride toward putting women on full equality with men is partially matched by a Cambridge decree opening to women university scholarships, prizes and similar honorary positions with a few exceptions which still remain sacred to men.

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NEW ENGLAND DEACONESS ASSOCIATION Attleboro, Mass.

Educator Condemns Little Red School

The little red schoolhouse, with all its bad features, still exists in Wisconsin, George S. Dick of the State Department of Education recently declared at a meeting of the parent-teacher association. In one rural school of the state conditions existing seventy-five years ago are unchanged today, he said. He described a visit to a school in which the children were forced to huddle around an old-fashioned coal stove with a broken chimney. Too many rural schoolhouses are crowded to the doors with sixty and seventy children under one teacher, he asserted.

Physical Education Demanding Specialists

Passage by three-fourths of the states of laws requiring physical education in schools has created a demand for specially trained workers in this field. This has resulted in increased enrollment in special schools and the introduction of four-year major courses in colleges and universities.

Hawaii Has Its Own Supply of Teachers

Hawaii will not need to import teachers for elementary schools from the mainland henceforth, it has been announced by the Commissioners of Education, following the completion of a recent survey. There will be seventy more teachers graduated from the territorial normal school than there will be vacancies next year, it is stated. Very few teachers from outside the territory will be needed for other schools, since graduates of the University of Hawaii can fill these positions, it was also announced. More than 2,200 teachers will be employed this year, according to W. C. Crawford, superintendent of education.

Homestead Tracts Acquired By Pupils in Philippines

Homesteads have been acquired by twelve of the fourteen senior class pupils in the Isabella Provincial High School at Cabagan, Philippine Islands, according to the Bureau of Education. The boys intend to become farmers upon graduation from the school, it was said, and some of them have already fenced in their homestead land.

Rural School Enrollment Large in North Carolina

Of all pupils enrolled in public schools of North Carolina in 1925-26, 75.8 per cent of the white and 77 per cent. of the colored children attended rural schools, according to the Bureau of Education.

TREND OF THE TIMES

MODERN ASTRONOMY is the interpretation of the messages of light, and modern astronomers within the last twenty-five years have deciphered these messages to obtain astounding facts on the total number of stars, their distances and sizes, their ages and composition, movement and relation of life. Dr. C. G. Abbot, acting secretary of the Smithsonian Institution and director of its astrophysical observatory, declares that the new astronomy estimates the number of stars at 30,000,000,000. He denies that stellar bodies or celestial space is infinite.

MORE THAN half a million farmers now receive weather forecasts by radio.

CRIME LOSSES through commercial frauds include fraudulent bankruptcy as the largest at $1,270,000,000 a year, and property losses through hold-ups, burglary and the like at $1,160,000,000.

MORE THAN 227,500 farms in twenty-seven states were supplied with electricity last year and 175 uses for electricity on the farm were found, according to the National Electric Light Association. The number of farms now served represents an increase of almost eighty-seven per cent. in three years. It was confidently predicted by the Association that by 1932 about 1,000,000 farms will have electric service and that by 1938 the total will reach about 3,000,000, or half the farms in the country. Adequate wiring for the farm averages only $250.

"WHEN ELECTRIC power at a few cents an hour is within easy reach of all homes in 97 per cent. of the communities," recently asked Mrs. John D. Sherman, president of the General Federation of Women's Clubs, "why are sixty-five American home makers out of every 100 still sweeping floors with the back-breaking, dust-raising, germ-cultivating broom? Why are 78 per cent. of the women rubbing the family wash on the old washing board when the mechanical machine will do the work better and allow them more time for the children?" Habits of drudgery and short-sightedness are to blame in her opinion.

WOMEN WAGE earners are seeking escape from the menial positions to the more congenial and higher-paid occupations, the federal women's bureau has found as a result of an interesting survey of women's progress in industry. In this, they differ not at all from the men. "Women as well as men must work to live, and women as well as men are constantly striving for a higher attainment," is the way the women's bureau puts it.

INDUSTRIAL CONCERNS in this country are paying more than $30,000,000 annually to the thousands on their pension rolls.

SODA WATER and drug store clerks seldom commit suicide; less than four in every 100,000. On the other hand, hotel men and restaurant keepers average about twenty in 100,000.

AVIATION LEADERS are confident that there will be early developments in the field of aviation to include commercial transatlantic lines carrying both passengers and freight by air and the establishment of seadromes, or floating islands in the Atlantic. They do not think that transatlantic flying will be developed as a non-stop flight, but that seadromes will be necessary as islands on which airplanes may stop for refueling or other reasons.

MORE PEOPLE than are contained in Buffalo or San Francisco come daily to New York. Commuters last year increase to 385,283, tourists and visitors daily to 129,000.

REFUGEE ARMENIANS, outside the Armenian Republic of Erivan, total 100,000 in Syria, 40,000 in Greece, 20,000 in Bulgaria, 5,000 in Constantinople and 33,000 of voting age in the United States.

TOBACCO INDUSTRY'S history reveals that in 1901 producers of chewing tobacco were the lords of the market. Cigarette production was negligible. Today cigarette consumption leads the field with chewing tobacco in fourth place scarcely outranking snuff. Cigarettes climbed from a total of 500,000,000 manufactured in 1881 to 82,000,000,000 in 1925. In 1909 7,000,000,000 cigarettes were marketed. More than that now are sold every month.

ARMY AIRPLANES will number 1,800 by the end of 1932, according to Assistant Secretary of War Davison in discussing the five-year army air corps development program. The corps will include 1,650 flying officers and 1,500 enlisted men

The BOOK TABLE

GUIDE TO CITIZENSHIP. By Charles Edgar Finch, director of Junior High School Grades and Citizenship, Rochester, N. Y. Cloth. 278 pages. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Learning to be a good citizen is one of the great achievements of youth, and we have never seen a more helpful book through which to learn to be a good citizen. It appeals to boys and girls in a captivating way. From the minute a child has the book in his hand he is proud to have as beautiful a book in hand. Every picture between covers is an inspiring lesson. No boy or girl will study this beautiful book without being thrilled with a purpose to do something worthwhile, to be somebody worthwhile. There is no sentimentality, no moralizing, but a repeated inspiration to the right thing in the right way, in the right place, at the right time. It is a book that has thrilled me as I have read it. We had no thought as we took it in hand this evening in March, 1927, that we would do more than see what it was, but the whole evening had passed when we closed it. We have never enjoyed so many true to life from life illustrations as in "Guideposts to Citizenship," born in Rochester, New York, but really created in the publishing house of the American Book Company, New York City.

Real situations clearly within the child's grasp are set up; for example, bringing good cheer to a sick playmate, helping in school and at home—all with the suggestion that the good citizen is one who does things, not one who merely thinks or talks about doing them.

This book, while reducing to a minimum *self-conscious goodness,* will cultivate the power to face real situations thoughtfully; to form clear and accurate judgments of desirable behavior; and to attain, in a gradually increasing degree, conscious self-control. It provides for training in citizenship activities in that broad sense which includes character education.

Mr. Finch makes it clear that there is an opportunity to create a right attitude toward civic duties and make good citizenship a habit, to present facts and ideals to the impressionable young mind in a way that should develop a generation of American citizens who will be quite as conscious of their obligations as they are of their rights and privileges.

Principals and teachers are now called upon to deal with the treatment of various types of child behavior as effectively as with the commonly recognized subjects of the curriculum. They are expected to use courses of study for developing suitable ideals and attitudes, and then to use all the activities of the school as a means of expressing these ideals and attitudes. It is unreasonable to expect them to do this, unless some material having a definite relation to school activities as well as to the character ideals is provided for them.

The essential aim is neither to impart information nor to preach sermons; but rather to aid in building up a set of right ideals and wholesome attitudes. Habits of thought, feeling, and action may be initiated by precept, by concrete illustrations, and by personal example; but they can be fixed only by the repeated acts of the individual. It is the action that counts, for we gain power to respond in a way that is desirable through the habits of right acting which we have developed. Lesson material, which is most worthwhile, must not only provoke discussion; it must also suggest opportunity for action.

INTERMEDIATE TYPEWRITING STUDIES. For Second-Year Courses in Typewriting. By William E. Harned, Columbia University, New York. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This course is planned primarily for pupils in the senior high school that have had one year of typewriting in the junior high school.

In "Intermediate Typewriting Studies" the broad educational values that have a direct and intimate relationship to typewriting are closely articulated with the specialized occupation of commercial typist—a coordination on which today depends ease of transition from school to business and intelligent, efficient functioning in business. The text is designed to establish permanent and efficient motor habits, to economize the time spent in learning, to unite thinking with doing, and to maintain and further interest. The development throughout the text is based on a broad conception of commercial training and on principles of psychology.

The comprehensive treatment of letter-writing is a prominent feature of this system. One of the aims is to offset the general complaint of business men that typists are unable to write the English language correctly. The training in letter-writing is closely integrated with the mechanical structure of a letter, the essentials of content, artistic display, and the writing of correct and dignified English.

Other features are: Economy in learning through practical application on the mechanics of writing English correctly, motives for further progress by the inclusion of points on technique, and training in the special skills and knowledge involving commercial work in the business office.

EXERCISES IN ACTUAL EVERY-DAY ENGLISH. Second Series. By P. H. Deffendall. Heavy paper, 8 by 12 inches. New York: The Macmillan Company.

English is being taught more and more by perforated pads for the convenience of the teacher and at the same time is highly economical of time for the children. In this second Deffendall series the exercises are elaborate, skilfully classified, and with nearly thirty exercises to a page the grading in difficulty and importance is quite scientific. Beginning with important and questionable plurals and possessives and nouns often confused, every significant issue in the progressive use of correct English is dealt with effectively.

SECONDARY EDUCATION. By Aubrey A. Douglass, Pomona College. Cloth. 650 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

"The Riverside Textbooks in Education" are rendering a valuable service, and this latest of the series is especially serviceable, not alone because of the vast amount of information, but because it presents the evolution of the public high school in the last forty years. Apparently there were fewer than seventy public high schools in the entire United States when Horace Mann retired from office in Massachusetts in the late 40's.

The first adequate legal decision authorizing the use of public money for support of high schools was in Michigan in 1872, after which effective opposition was rare. The real triumph of the high school in the country as a whole was from 1890 to 1900. In the North Atlantic States from the decade 1870 to 1879 to that of 1890 to 1899 was 160 per cent. In the North Central States it was 100 per cent.; in the South Atlantic States it was 262 per cent.; in the South Central 500 per cent.; in the Western States the increase in high schools in the 90's above the 80's was 1800 per cent.

In the last twenty years the high schools have broadened their service beyond expression, and consequently the enrollment has increased in geometrical ratio, and the best is yet to be.

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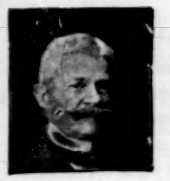

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GRINS BETWEEN GRINDS

Why!!!

The teacher was explaining to the class that "the bride always wore white because the wedding day was the happiest of a woman's life."

"Then why do men all wear black?" asked a precocious little boy.—Vancouver Province.

Dig or Grind

One of the old herb doctors who flourished years ago in New England would never admit his lack of any remedy. An acquaintance once said to him:—

"See here, doc, have you any diploma?"

"Well, no, I ain't got none on hand, but I'm going to dig some just as soon as the ground thaws out in the spring."

Farmer—"Don't you see that sign. 'Private—No Hunting Allowed'?"

Hunter— "I don't read anything marked private."—The Staley Journal.

The Reason

The inspector was paying his monthly visit to the village school. He examined the children in reading, and general knowledge, and was very pleased with the answers he received.

After the first question had been asked and answered, he rose to his feet and remarked, genially: "I wish I were a little boy at school again."

He allowed a few moments for this to sink in, and then added: "Do you know why I wish that?"

For a moment or two there was silence, and then a small boy at the back of the class was heard to say: "Cos you've forgot all you ever knowed."—From the London Tit-Bits.

Taking No Chances

A canny Scot was in consultation with his lawyer the day before his case was to come up for trial.

"Don't you think it might be a gude idea to send the judge a box of cigars?" he asked, with a sly twinkle in his eye.

The attorney exploded.

"Do that, and your case is lost. My good man, you can't corrupt a judge under any circumstances, to say nothing of a paltry box of cigars."

The case was tried and the Scot won.

"See, Sandy," the lawyer opined, "you won your case, but think what might have happened if you had sent His Honor the cigars."

"I did just that." Sandy eyed the man of law triumphantly.

"You did—why—why—"

"Sure I did, but I put the other mon's card in the box."—From True Story.

Why Not?

Mother was teaching Mary Jane, age three, "Our Father" by having her repeat each short sentence as mother said it. Mary Jane was learning nicely the first week of her lesson.

The second week when mother came to the sentence, "Give us this day our daily bread," Mary Jane hesitated slightly, looked up at mother and said: "Mother! I want a peanut sandwich this time."—Indianapolis News.

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Anticipating Boston Meeting

Editor, Journal of Education:—

I am delighted to learn that the Department of Superintendence of the National Education Association will hold its 1928 meeting in Boston. This satisfaction is not only personal, but professional. Knowing the schools of Boston, of Massachusetts, and of New England as I do, I know that the superintendents of the country will also be delighted to come in direct contact with the school men and the educational institutions of New England. Moreover, the superintendents will appreciate the opportunity and privilege of visiting those patriotic shrines in Boston and vicinity which the meetng in Boston makes possible. A visit to those places of historic interest cannot fail to stir the patriotism and to increase the devotion of school men and women to the interests of public education which are paramount in a democracy. The superintendents anticipate with pleasure the Boston meeting.

Yours very sincerely,
Frank W. Ballou,
Superintendent of Schools.
Washington, D. C.

Professional Degrees in Education

Editor, Journal of Education:—

In a recent issue of the Journal of Education you had an editorial regarding the proper degrees to be held by educators, and you also provided the comment upon this subject by a leading teachers college president. The opinions of two such men as yourself and Dr. Felmley carry a great deal of weight. Their thinking must be considered carefully in weighing this whole question.

With the sure evolution of teaching from a more or less precarious occupation into the ranks of the real professions there arise the inevitable questions, "What degrees should teachers hold?" "What mark of distinction should set teachers apart from the other professions?"

Every other profession has a degree that is easily recognized as belonging to that group alone. There is no confusion in anyone's mind about the degree held by a doctor, a lawyer, a civil engineer, or a clergyman. It is perfectly clear in which field of endeavor each has chosen his life work.

With the educator no such clean-cut distinction holds. He may possess a degree in arts, sciences or philosophy and yet be doing his work chiefly in the field of education. On the face of it he appears to be anything except what he is. While actually a leader of minds, a trainer in the thinking process, he appears to be a devotee of subject matter alone, who has taken little thought about that most imporant aspect of human living—how to use the mind. And all too frequently this possessor of the strictly academic degree has but little real understanding of the fundamental psychology so necessary for success as a modern teacher.

The proposal to grant strictly professional degrees in the field of education is in perfect accord with that great movement now almost at its flood tide, which is making of the teacher-training institutions of the country real teachers colleges in every sense of the term. In fact, for these teachers colleges to grant anything else except the Ed. B. degree would be absurd. It would be a confession of lack of confidence in their mission as trainers of educators for the American people. It would be a reversion to that time when it was the common notion that anyone could teach school who knew subject matter alone. That day has passed never to return.

Very truly yours,
Walter H. Fletcher.
State Normal School,
Oshkosh, Wisconsin.

An Interesting Announcement

Editor, Journal of Education:—

One of the outstanding announcements of the week is the organization of the Attleboro Springs Summer School of Sacred Music and Worship at Attleboro, Mass. Here musicians, choir singers and directors as well as clergymen are grouped together under Rev. Earl E. Harper, of Auburndale, Mass., instructor in sacred music at Boston University School of Theology, for periods ranging from one week to eight weeks, the duration of the entire course.

Under the auspices of the New England Deaconess Association the school is part of a plan formulated to keep people out of hospitals by means of preventive methods outside the usual practice of the medical profession.

With 125 rooms Attleboro Springs is able to accommodate others who seek rest and recreation without registering at the school. To these guests are offered tennis and other sports on the spacious grounds, a spring water bathing pool and daily classes in mild forms of physical culture under a professional instructor. These classes are not compulsory nor is any charge made for them other than the nominal fee charged for board and room.

This estate came to the association as a legacy and it is not the intention of the association to operate it for gain but to further the interests of humanity which has been the policy of the Deaconess organization since its inception.

Raymond B. Hemenway.
Boston.

Meetings To Be Held

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.: Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Ilinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

Answers to "What Is Your Professional I. Q.?"

(Questions are on page 684.)

91. James E. West.
92. John M. Brewer.
93. E. C. Moore.
94. Walter Scott Athearn.
95. Herbert W. Lull, Newport.
96. The Athenaeum Press of Ginn and Company, located in Cambridge.
97. Duke University, Durham, North Carolina.
98. Helen Robinson, assistant superintendent of Portland.
99. Sarah Louise Arnold.
100. Noah Webster.

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